

A. R. RUCKER MIDDLE

422 Old Dixie Road
Lancaster, SC 29720

GRADES 6-8 Middle School

ENROLLMENT 705 Students

PRINCIPAL Richard O. Gardner 803-416-8555

SUPERINTENDENT Patricia K. Burns 803-286-6972

BOARD CHAIR Robert Folks 803-286-6972

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

BELOW AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	9	26	19	0

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

NO

This school met 15 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Below Average	Average	N/A
2002	Below Average	Below Average	N/A
2003	Average	Below Average	No
2004	Below Average	Unsatisfactory	No

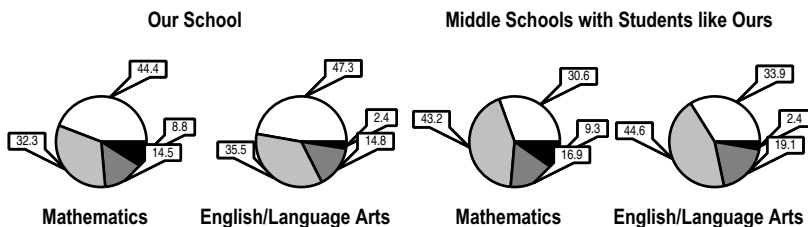
DEFINITIONS OF DISTRICT RATING TERMS





- **Excellent** - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** - District performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

95.8%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	669	99.9	47.2	35.6	14.8	2.4	23.0	Yes	Yes
Gender									
Male	342	99.7	56.1	31.2	11.2	1.6	17.4		
Female	327	100.0	38.2	40.1	18.5	3.2	28.7		
Racial/Ethnic Group									
White	270	100.0	22.6	42.1	29.9	5.4	45.2	Yes	Yes
African-American	385	99.7	66.0	30.4	3.3	0.3	6.4	No	Yes
Asian/Pacific Islander	10	100.0	11.1	55.6	33.3	0.0	0.0	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	585	99.8	42.9	37.7	16.6	2.7	25.9		
Disabled	84	100.0	78.9	19.7	1.3	0.0	1.3	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	669	99.9	47.2	35.6	14.8	2.4	23.0		
English Proficiency									
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	668	99.9	47.2	35.6	14.8	2.4	23.0		
Socio-Economic Status									
Subsidized meals	402	99.8	65.6	29.6	4.5	0.3	7.4	No	Yes
Full-pay meals	264	100.0	20.2	44.4	30.0	5.4	45.9		

Mathematics - State Performance Objective = 15.5%									
All Students	668	100.0	44.4	32.3	14.5	8.8	33.1	Yes	Yes
Gender									
Male	341	100.0	50.8	29.3	10.6	9.3	30.2		
Female	327	100.0	37.9	35.4	18.5	8.3	36.0		
Racial/Ethnic Group									
White	270	100.0	22.6	32.2	25.7	19.5	57.1	Yes	Yes
African American	384	100.0	61.0	31.8	6.6	0.6	14.9	No	Yes
Asian/Pacific Islander	10	100.0	11.1	44.4	11.1	33.3	0.0	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	584	100.0	39.7	34.9	15.6	9.8	36.0		
Disabled	84	100.0	78.9	13.2	6.6	1.3	11.8	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	668	100.0	44.4	32.3	14.5	8.8	33.1		
English Proficiency									
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	667	100.0	44.5	32.2	14.5	8.8	33.1		
Socio-Economic Status									
Subsidized meals	401	100.0	60.3	32.0	6.3	1.3	16.1	Yes	Yes
Full-pay meals	264	100.0	21.0	32.7	26.5	19.8	58.0		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	232	99.6	43.2	31.0	23.0	2.8	25.8
	Grade 7	186	99.5	42.5	45.0	11.9	0.6	12.5
	Grade 8	228	99.6	45.9	35.7	15.9	2.4	18.4
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	252	99.6	53.9	27.3	15.5	3.3	18.8
	Grade 7	231	100.0	39.6	43.2	15.0	2.2	17.2
	Grade 8	186	100.0	49.2	36.9	12.8	1.1	14.0

Mathematics								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	232	100.0	30.8	38.3	19.2	11.7	30.8
	Grade 7	186	100.0	41.0	39.1	13.7	6.2	19.9
	Grade 8	228	100.0	44.2	37.0	13.9	4.8	18.8
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	252	100.0	34.1	37.0	17.1	11.8	28.9
	Grade 7	231	100.0	44.1	33.0	15.0	7.9	22.9
	Grade 8	186	100.0	60.7	25.3	9.0	5.1	14.0

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 705)				
Students enrolled in high school credit courses (grades 7 & 8)	24.9%	Up from 10.7%	13.1%	14.6%
Retention rate	4.7%	N/A	3.5%	3.0%
Attendance rate	93.7%	Down from 94.3%	95.4%	95.9%
Students with disabilities other than speech taking PACT (ELA) off grade level	3.6%		6.6%	5.7%
Students with disabilities other than speech taking PACT (Math) off grade level	3.6%		5.9%	5.3%
Eligible for gifted and talented	16.3%	Up from 15.1%	14.5%	14.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	12.2%	Up from 11.6%	15.3%	13.9%
Older than usual for grade	3.4%	Up from 2.6%	4.6%	4.2%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.6%	Down from 2.0%	0.8%	0.9%
Annual dropout rate	0.0%	No change	0.0%	0.0%
Teachers (n= 46)				
Teachers with advanced degrees	47.8%	Up from 42.0%	45.4%	48.7%
Continuing contract teachers	71.7%	Down from 80.0%	83.0%	81.7%
Highly qualified teachers**	97.2%	N/A	93.0%	90.4%
Teachers with emergency or provisional certificates	16.7%		3.7%	5.3%
Teachers returning from previous year	83.2%	Up from 79.3%	84.2%	85.1%
Teacher attendance rate	94.0%	Up from 91.2%	95.0%	94.8%
Average teacher salary	\$37,071	Down 2.9%	\$39,515	\$40,566
Prof. development days/teacher	15.5 days	Up from 13.9 days	10.9 days	11.0 days
School				
Principal's years at school	7.0	Up from 6.0	3.0	3.3
Student-teacher ratio in core subjects	18.9 to 1	Down from 20.9 to 1	20.2 to 1	21.3 to 1
Prime instructional time	86.6%	Up from 83.9%	88.9%	89.3%
Dollars spent per pupil*	\$5,796	Up 2.7%	\$5,589	\$5,821
Percent of expenditures for teacher salaries*	62.1%	Down from 66.4%	61.0%	61.8%
Opportunities in the arts	Excellent	Up from Good	Good	Good
Parents attending conferences	89.6%	Down from 96.3%	94.4%	95.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Average	N/A	Average	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools**	92.7%		92.0%	
Highly qualified teachers in high poverty schools**	90.9%		91.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school**	65.0%		Yes	
Student attendance in this school	95.3%		No	

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

A. R. Rucker Middle School's mission has been reviewed by the faculty and remains "Through communication and cooperation with the school community, we will develop and implement a plan, which will empower the faculty to challenge every student to achieve and maintain academic excellence." This mission statement guides the development of our School Renewal Plan. Imbedded in our plan are four performance goals. The first two goals are focused on improving our students' academic success. Our third goal is related to increasing parent involvement. Our fourth performance goal emphasizes total child development through personal and social responsibility within the classroom, school, and community.

The action plan to accomplish these performance goals includes staff participation in the district-sponsored Professional Growth Institute, in-service training, seminars, professional conferences, vertical team meetings, subject-specific training, and International Baccalaureate Middle Years Program conferences. Open House, designated parent-teacher conferences, Parent-Teacher Organization, 6th Grade Day Camp, homepage, e-mail, and newsletters are activities that support the strategy to increase parent involvement. The Middle Years Program not only raises the academic emphasis at A. R. Rucker, it supports student personal and social responsibility through collaboration and service learning. The staff at A. R. Rucker Middle School is committed to our School Renewal Plan.

Positive results have been realized as we continue to increase student success. We have completed our initial year of the Middle Years Program and are making formal application for endorsement. Student MYP portfolios were collected from 58 sixth graders this year. Instructional Unit Plan Books have been compiled to ensure South Carolina Curriculum Standards are being met. A. R. Rucker has again received the Exemplary Writing Award from the State Department of Education. The 2003 School Report Card reflects a positive improvement rating as well as advancement in our absolute rating.

We are proud of our progress at A. R. Rucker and remain dedicated to our stated mission.

Richard O. Gardner, Principal
Kimberly Mattevi, SIC Chair

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	32	170	65
Percent satisfied with learning environment	62.5%	73.4%	69.2%
Percent satisfied with social and physical environment	75.0%	75.9%	67.2%
Percent satisfied with home-school relations	48.4%	80.0%	62.5%

*Only students at the highest middle school grade level at this school and their parents were included.